



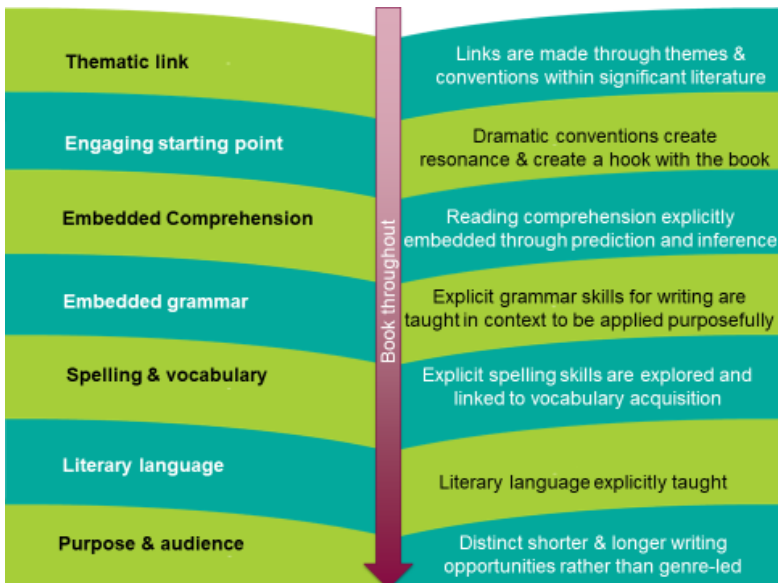


English Writing Curriculum Rationale

The Astrea Mission for writing: Every pupil will write enthusiastically and confidently for a clear purpose and audience, making links with their reading, with real life and with their imaginations. Every child will have the tools they need to be able to take ownership, and be proud, of their written outcomes.

The 'English Writing Curriculum refers to the whole class English/Literacy lesson taking place daily in all year groups.
 EYFS: 15 minute input with adult-led groups and links made throughout setting; KS1- 45 minutes daily; KS2- 1 hour daily

The Literary Curriculum: An overview	Curriculum Model														
<p>The dominant approach to teaching English across Astrea is through use of the 'Literary Curriculum', from the <i>Literacy Tree</i>. This is a complete, thematic approach to the teaching of primary English that places children's literature at its core.</p>  <p>The Literacy Tree provides detailed sets of daily lesson plans that guide teachers through a text that begin in Reception. As a whole-school approach, pupils can explore up to 180 literary texts and experience at least 150 unique significant authors as they move through the school. Teachers then adapt to provide challenge and scaffold within the plans to enable all pupils to achieve based on their individual needs.</p> <p>As a whole-school approach, children build a literary repertoire and develop a knowledge of celebrated and significant authors, such as children's and poet laureates and Carnegie, Kate Greenaway, Guardian, Newbery and Caldecott winners. The range includes novels, novellas, picture books, wordless texts, narrative poems, play scripts and narrative non-fiction. The range of authors and characters is deliberately diverse and helps to prepare children for the subject of critical reading at KS3.</p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Literature therefore plays a vital role throughout our English teaching.</p>  <p>As in reading, we recognise that when learners are approaching a written task, they need to draw on- and develop- multiple skills, having a knowledge of how to adapt them for purpose and effect. Thus this approach to English adopts a 'Teach through a Text' pedagogical model (as opposed to a genre-led model), where pupils become immersed in, and take ownership of, a text and where multiple genres are woven through each unit. This enables pupils to build upon and return to skills to convert inflexible knowledge into more flexible knowledge by applying them repeatedly in different contexts.</p> <p>The 'Teach through a Text' pedagogical approach also ensures quality and consistency happens throughout the school, and that the book remains the constant context throughout. In English, the whole book (from beginning to end) informs the audience and purpose of each piece of writing.</p>														
Benefits of a book-based approach (rather than a genre-based approach)	Curriculum Contexts: Creating Authentic Writing														
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<p>Writing opportunities for writing are woven through the Primary Knowledge Curriculum for foundation subjects, with the aim of essays forming a core part of assessment of pupil understanding at the end of a unit. Essays are an opportunity for pupils to demonstrate both their substantive and disciplinary knowledge in a coherently crafted summary of core concepts.</p>  <p>The clear focus on audience and purpose at the heart of the Literary Curriculum translates to this cross-curricular writing as pupils use a 'Write to...' mindset to apply grammar, language and structural features appropriately for the clear audience and purpose.</p> <p>Thematic links will be sequenced alongside PKC units in order to further strengthen recall and prior learning opportunities.</p>	 <table border="1"> <tr> <td>Thematic link</td> <td>Links are made through themes & conventions within significant literature</td> </tr> <tr> <td>Engaging starting point</td> <td>Dramatic conventions create resonance & create a hook with the book</td> </tr> <tr> <td>Embedded Comprehension</td> <td>Reading comprehension explicitly embedded through prediction and inference</td> </tr> <tr> <td>Embedded grammar</td> <td>Explicit grammar skills for writing are taught in context to be applied purposefully</td> </tr> <tr> <td>Spelling & vocabulary</td> <td>Explicit spelling skills are explored and linked to vocabulary acquisition</td> </tr> <tr> <td>Literary language</td> <td>Literary language explicitly taught</td> </tr> <tr> <td>Purpose & audience</td> <td>Distinct shorter & longer writing opportunities rather than genre-led</td> </tr> </table>	Thematic link	Links are made through themes & conventions within significant literature	Engaging starting point	Dramatic conventions create resonance & create a hook with the book	Embedded Comprehension	Reading comprehension explicitly embedded through prediction and inference	Embedded grammar	Explicit grammar skills for writing are taught in context to be applied purposefully	Spelling & vocabulary	Explicit spelling skills are explored and linked to vocabulary acquisition	Literary language	Literary language explicitly taught	Purpose & audience	Distinct shorter & longer writing opportunities rather than genre-led
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